Academic Strategies Committee
April 28, 2011
Oregon State Board of Higher Education

Academic Strategies Committee

Thursday, April 28, 2011
ASRC 515, Portland State University

Agenda

**ACTION ITEMS**

1. Approval of March 2011 Minutes ................................................................. 25

2. Academic Program Approval (Andrews)
   - UO, M.A./M.S. in Multimedia Journalism .................................................. 1
     The University of Oregon seeks Board approval to offer an instructional program leading to a M.A./M.S. in Multimedia Journalism.
   - UO, Master in Nonprofit Management .................................................... 3
     The University of Oregon seeks Board approval to offer an instructional program leading to a Master in Nonprofit Management.

3. Mission Alignment (Andrews) ..................................................................... 7
   Both in response to Senate Bill 442 and the goals of the Board, the System institutions have defined their missions, student access, academic program array, and research. These efforts are conveyed in the matrices with accompanying metrics. Individual campuses and the System, as a whole, will use this information to ensure the Board’s goals are met and that resources are effectively managed. The matrices and metrics are designed to first and foremost be used as tools at the campus-level for decision-making related to program development and/or discontinuation.

4. OUS Action/Work Plan for Equity Initiatives (Andrews) .......................... 19
   Following the discussion at the last ASC meeting, this item is being brought forward with recommended changes and approval for adoption.

5. WOU, Approval of Preamble, Mission Statement, and Core Themes [Pending Recommendation from Provosts’ Council] (Neely) ........................................... 23
   Western Oregon University examined its Preamble and Mission and created Core Themes as part of the review process necessitated by the new Northwest Commission on Colleges and Universities (NWCCU) accreditation standards.

**DISCUSSION ITEM**

6. Faculty Satisfaction and Career Flexibility (Andrews)
OTHER ITEMS

7. Other items put forward by the Committee

8. Adjournment

Note: The May Committee meeting has been canceled.
Academic Strategies Committee

New Academic Program Proposal
UO, M.A./M.S. in Multimedia Journalism

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

The proposed master’s degree program in Multimedia Journalism seeks to address the profound industrial and technological changes underway in contemporary journalism, as traditional (“legacy”) news media, such as print and broadcast outlets, are struggling financially as audiences and advertisers decamp for digital sources of content (e.g., Google News, Huffington Post, YouTube). The program is to be based at the School of Journalism and Communication’s George S. Turnbull Portland Center, located at the University of Oregon (UO) in Portland at the White Stag Block.

Contemporary journalists must have not only the fundamental skills and values of the field, but know how to tell stories across multiple distribution channels (emerging digital platforms such as smart phones and tablets as well as print and broadcast) and understand the business environment of the new media world. In other words, today’s journalists must be entrepreneurial and comfortable with the marketing and branding imperatives of the digital realm, in which they may be working outside of traditional organizational structures, such as newspaper newsrooms. To address this mediascape, the proposed program is interdisciplinary, including multimedia and business curricular aspects to shape a facile, flexible, and well-rounded multimedia journalist.

The program would be connected closely to the key organizations of the state’s media capital in Portland. This would provide the students with opportunities to collaborate on journalistic projects and would provide regional journalists with opportunities for professional development. The proposed program supports the School of Journalism and Communication mission, which calls for “integrating theory and practice” in the service of preparing students “to become professional communicators, critical thinkers and responsible citizens in a global society.” This program speaks to our strategic plan by extending our service to Portland, with a new profile of students, and by addressing critical issues of professional practice at a transitional time for the field of journalism.

2. What evidence of need does the institution have for the program?

There is broad consensus that there is urgent need for new models of journalistic practice and media business in the digital age. Meetings of media leaders convened by the UO School of Journalism and Communication (SOJC) uniformly endorsed the concept of a Portland-based master’s program to train journalists, thought leaders, and entrepreneurs for the emerging media environment. These executives also called for professional development offerings that would help journalists acquire multimedia skills, such as the J624 workshops contained in this proposal. Further, there is curricular need for master’s-
level journalism education in the Portland region. There are no universities in the metropolitan area offering graduate-level journalism programs.

The UO expects to serve a mix of resident students who are working in journalism fields and seek retooling to deal with the profound changes in the industry; resident students who are graduates of the SOJC and wish to receive their master’s degree in Oregon; and nonresident students, with undergraduate journalism degrees and/or professional experience, who are attracted to our innovative curriculum or to Portland for cultural and lifestyle reasons.

3. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

There are no similar Multimedia Journalism programs in Oregon. The UO SOJC offers a master’s degree in News/Editorial and Magazine Journalism on the Eugene campus. The Eugene-based program has a different focus, emphasizing more traditional journalistic practice, and serves a different target audience of students without any academic or experiential journalistic background. The two programs would be complementary and collaborative, in terms of sharing guest speakers, holding joint events, and other value-added educational opportunities.

4. What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

The proposed program will initially require resources for staffing (1.5 faculty FTE, 2.5 adjunct FTE, and .4 classified staff FTE) and equipment. The program will be funded through the University of Oregon tuition-driven budget model and SOJC gift funds in the University of Oregon Foundation. The UO anticipates seeking grant funding for new initiatives related to the program. The proposed program would lead to increased efficiencies of scale through shared coursework and equipment with the SOJC’s existing Portland-based master’s degree in Strategic Communication, as well as with the Eugene-based master’s degree in News/Editorial and Magazine Journalism.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

RECOMMENDATION TO THE COMMITTEE
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize the University of Oregon to establish an instructional program leading to a M.A./M.S. in Multimedia Journalism, effective Fall 2011. With Committee approval, a five-year follow-up review of this program will be conducted in 2016-17.

(Committee action required.)
1. **Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.**

   The Master of Nonprofit Management is a professional degree providing training for students in administration of nonprofit organizations. Due to the astonishing growth of the nonprofit sector over the past three decades in the U.S. and the equally rapid growth of nongovernmental organizations internationally, the sector has professionalized. Nonprofit employees now seek master’s-level training in order to advance their careers and specialize in nonprofit administration. This degree is distinct from a Master of Business Administration and a Master of Public Administration due to the nonprofit sector’s unique funding and management structures. Despite the differing features of the government, business, and nonprofit sectors, drawing on professional training elements from all three sectors is critical for a Master of Nonprofit Management. The University of Oregon (UO) proposes a strongly skills-focused curriculum, melding best practice elements from the three sectors into all courses.

   The proposed program increases both the accessibility and affordability of this degree for Oregon residents who would otherwise have to leave the state to complete their intended studies. The creation of the proposed degree will also create opportunities for existing OUS students holding the graduate certificate in nonprofit management to extend their professional education to the master’s degree level without repeating credits or coursework. A full master’s degree in this field will bring a higher level of professional expertise to the state’s nonprofit sector, enriching the lives of Oregonians who pursue this training, as well as those who interact with them professionally or at the community level. Finally, bringing this enhanced level of training to the state promises to increase the capacity of Oregonians to effectively serve the numerous communities that depend on so many services from nonprofit organizations.

2. **What evidence of need does the institution have for the program?**

   Nationwide, 8.1 percent of the workforce works in a nonprofit organization. Nine percent of U.S. GDP is generated in the nonprofit sector. Not including very small organizations with revenues of less than $25,000, Oregon ranks 14th in the nation with 5.8 nonprofit organizations per 1,000 persons, compared with a U.S. average of 4.8. Oregon’s nonprofit revenues and assets rank above average on a per capita and per-organization basis in state rankings. Between 1995 and 2005, Oregon’s growth rate of 131 percent in nonprofit assets ranked our state 5th in the nation. During that same time period, Oregon’s growth in nonprofit expenses was 141 percent—the highest growth rate in the nation. Clearly,
Oregon’s nonprofit sector is very active, with its recent development exceeding the explosive growth of nonprofit organizations across the U.S. and internationally.1

The UO’s current 24-credit Graduate Certificate in Nonprofit Management grew from 16 students in 2002 to 81 students currently enrolled. It is now one of the largest nonprofit programs in the U.S. and, while it has enjoyed tremendous popularity, graduate students have repeatedly asked for a full master’s degree in nonprofit management. Students seek a specialized degree focused on nonprofit management, because the administrative tasks faced by upper-level management in nonprofit organizations are not fully reflected in either a Public Administration or Business Administration degree program. In addition, employers and institutional funders of nonprofits respond better to executive staff members with master’s degrees; a certificate is not seen (especially when the organization is applying for a government grant, for example) as a terminal graduate degree. While the number of master’s degree programs and graduate certificate programs in nonprofit management has grown, such programs are still relatively scarce, particularly in the western and northwestern U.S. The only full nonprofit master’s degree currently offered in the Northwest is at Seattle University.

3. **Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?**

Certificate programs are offered at the UO, Portland State University, and Southern Oregon University, but there are no existing full master’s degree programs in nonprofit management. The UO will allow waivers of course credits for students who have completed graduate-level certificates.

4. **What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?**

The UO’s current Graduate Certificate in Nonprofit Management offers a wide range of elective courses that would become required courses for the Master of Nonprofit Management. These include Nonprofit Board Governance, Strategic Planning, Nonprofit Management Consultancy, Program Evaluation, and several others. Because there is existing capacity in these courses, no new courses or sections will be needed until the number of master’s students exceeds roughly 10 per cohort. In year 3, increased tuition from higher numbers of majors should be sufficient to add sections of courses and, in year 4, a full time faculty line can be added. The UO’s budget model provides increased allocation for academic units showing growth such as this over time. As the external reviewers noted, “Infrastructure is already in place to offer the Master of Nonprofit Management, including faculty, courses, administrative capacity, and an accountability structure.”

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All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

RECOMMENDATION TO THE COMMITTEE
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize the University of Oregon to establish an instructional program leading to a Master in Nonprofit Management, effective Fall 2011. With Committee approval, a five-year follow-up review of this program will be conducted in 2016-17.

(Committee action required.)
BACKGROUND
The Oregon University System Board, on behalf of OUS, seeks to accomplish four goals to produce the highest level of educational outcomes for Oregonians:

1. Create in Oregon an educated citizenry to support responsible roles in a democratic society and provide a globally competitive workforce to drive the state’s economy, while ensuring access for all qualified Oregonians to quality postsecondary education;
2. Ensure high quality student learning leading to subsequent student success;
3. Create original knowledge and advance innovation; and
4. Contribute positively to the economic, civic, and cultural life of communities in all regions of Oregon.

Both in response to Senate Bill 442 and the goals of the Board, the Oregon University System institutions have defined their missions, student access, academic program array, and research. These efforts are conveyed in the following matrices with accompanying metrics. Individual campuses and the System, as a whole, will use this information to ensure the Board’s goals are met and that resources are effectively managed. The matrices and metrics are designed to first and foremost be used as tools at the campus-level for decision-making related to program development and/or discontinuation.

OVERALL APPROACH FOR DEFINING METRICS
Institutional profiles are defined by three mission alignment matrices:

- Student Access (addressing Goal #1 above). Referencing both physical presence as well as areas of the State from which an institution draws a significant number of students.
- Academic Programs (addressing Goal #2 above). Undergraduate programs only.
- Innovation/Research (addressing Goal #3 above). Reflective of strengths in graduate education and research.

Contributions to the economic, civic, and cultural life in communities (Goal #4) are reflected in all the matrices in that student access, academic programs, and innovation/research are all components that contribute to economic and social vibrancy.

The data in each of these matrices, along with the distinct mission of each institution (also included at the end of this document), provide a picture of the contributions each institution makes to OUS.
INSTITUTIONAL MISSION INTENSITIES AND DEFINING METRICS

Each matrix lists mission aspects in the row categories and the institutions across the columns. The numerical entries in the cells represent the intensity of the commitment each institution has to the mission aspect in that row. A value of 1 implies primary mission intensity for that institution—a commitment to a leadership responsibility in providing coverage for that aspect. A value of 2 indicates secondary mission intensity—substantial involvement by the institution but not a commitment to leadership of the area. A value of 3 indicates some involvement by that institution in that mission aspect. A blank cell indicates that the institution is not materially involved in that mission aspect. It is important to note that these are institution-declared mission intensities and the numbers should not be misinterpreted to stand for a ranking of programs or a measure of program quality but, rather, the numbers represent a commitment on the part of the university to offer this set of mission aligned programs, but with varying intensity.

Each component of the institution’s mission is multi-faceted and is presented here in terse form. It is also the case that quantitative metrics alone do not capture all the essential relationships among various dimensions of an institution and should be factored in when assessing an institution’s mission.

Each matrix is followed by lists of Systemwide and of Institution-Specific metrics, from which each institution has selected the most valid indicators of fulfilling the mission aspects for which the institution declares primary mission intensity. Note: OHSU is listed in the matrices to demonstrate their contributions to the network of public higher education in the state; however, no metrics are listed for OHSU given their autonomy from OUS.
ALIGNMENT DIMENSION #1: STUDENT ACCESS MISSION INTENSITY

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- **Systemwide Metrics**
  - Enrollment (Unduplicated Headcount): Total and Resident
  - Enrollment from primary geographic areas as percentage of Total Enrollment (Note: Need this to link to the Table 1)
  - Underrepresented Enrollment as percentage of Total Undergraduate Enrollment
  - State Appropriation per Fundable Resident Student FTE (Note: Resident enrollment needs to be linked to State funding to get the full picture)

- **EOU Institution-Specific**
  - Distance Education Enrollment as percentage of Total Enrollment
  - Distance Education Enrollment Oregon County by County as a percentage of Total Enrollment
  - Number of Programs—majors, minors, certificates—available at a distance as a percentage of total number of programs offered
  - New Undergraduate Enrollment: Total, percentage of Resident
  - First-Year Retention Rate for Undergraduate Students (including interinstitutional transfers)
  - Percentage of newly admitted freshmen entering with HS Dual Credit courses
  - Percentage of newly admitted transfers who came from Oregon Community Colleges

- **OIT Institution-Specific**
  - Distance Education Enrollment as percentage of Total Enrollment
  - New Undergraduate Enrollment: Total, percentage of Resident
  - First-Year Retention Rate for Undergraduate Students (including interinstitutional transfers)
• Percentage of newly admitted freshmen who had HS ACP during their last year of high school or percentage of newly admitted transfers who came from Oregon Community Colleges (if this is possible given the current framework)

• **OSU Institution-Specific**
  - Enrollment as percentage of Total Enrollment for Nonresident U.S. students, international students, graduate students
  - Distance Education Enrollment as percentage of Total Enrollment
  - First-Year Retention Rate for Undergraduate Students

• **PSU Institution-Specific**
  - Oregon resident enrollment from Portland Metropolitan Area (PMA)
  - Oregon resident enrollment from outside PMA
  - International student enrollment
  - Domestic Nonresident enrollment
  - Ethnicity
  - Programs offered outside PMA (includes online)
  - Enrollment and degrees awarded by these programs

• **SOU Institution-Specific**
  - Number of Transfer Students from the Six County Southern Oregon Region
  - Number of Articulation Agreements with Institutions in Oregon
  - Number of First Generation/Low Income students served in Oregon/Southern Oregon

• **UO Institution-Specific**
  - Average HS GPA and SAT/ACT for New Freshman
  - Percentage of Entering Class (undergraduate and graduate) from Underrepresented Groups and International
  - First- to Second-year Retention
  - Six-year Graduation Rate of undergraduates
  - Percentage of Unmet Financial Need of Resident undergraduates filled from University resources

• **WOU Institution-Specific**
  - Enrollment as percentage of Total Enrollment for any of the following: First Generation/Low Income students
  - First-year Retention Rate for Undergraduate Students
  - New Undergraduate Enrollment: Total, percentage Resident, percentage Underrepresented, etc.
  - Distance Education Enrollment as percentage of Total Enrollment
### ALIGNMENT DIMENSION #2: ACADEMIC PROGRAM MISSION INTENSITY

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- **Systemwide Metrics**
  - Degrees Awarded: Total, Bachelors, Advanced
  - Degrees Awarded in State-designated Workforce Shortage Areas

- **EOU Institution-Specific Metrics**
  - Degrees Awarded in Education Areas Important to the Institution's Geographic Region
    - Note: These may be different from State-designated Workforce Shortage Areas
  - Enrollment of students in the State-designated Workforce Shortage areas expressed as a percentage of Total Enrollment
  - Enrollment of students in program areas leading to programs offered in partnership with other OUS partners and Oregon Community College partners
  - Percentage of Graduates Employed or Enrolled One Year After Graduation

- **OIT Institution-Specific Metrics**
  - Degrees Awarded in Education Areas Important to the Institution’s Geographic Region
    - Note: These may be different from State-designated Workforce Shortage Areas. Include enrollment of students in the state-designated shortage areas (either Labor Department or Complete College America) expressed as a percentage of Total Enrollment."
• Programmatic Accreditation by DOE-recognized professional accreditation agencies
  o Percentage of Graduates Employed or Enrolled One Year After Graduation

• OSU Institution-Specific Metrics
  o Licensure or Certification Pass Rates in Selected Education Areas
  o Programmatic Accreditation by DOE-recognized professional accreditation agencies
  o Six-Year Graduation Rates for Undergraduate Students

• PSU Institution-Specific Metrics
  o Enrollment by Declared Major
  o Degrees granted by Major and Level
  o Enrollment in Community-Based Learning
  o Faculty Headcount and FTE by Tenure Status, by Program

• SOU Institution-Specific Metrics
  o Degrees Awarded in Education Areas Important to the Southern Oregon Region
    (Business, Education, Environmental Studies, Applied Psychology, Arts)
  o Licensure or Certification Pass rates

• UO Institution-Specific Metrics
  o Student/Faculty Ratio
  o Percentage of Students that Study Abroad
  o Percentage of Students involved in Internships, Leadership Programming and Service Learning

• WOU Institution-Specific Metrics
  o Degrees Awarded in Education Areas Important to the Institution’s Geographic Region
    (Note: These may be different from State-designated Workforce Shortage Areas)
  o Percentage of Graduates Employed or Enrolled One Year After Graduation
  o Six-Year Graduation Rates for Undergraduate Students
  o Examination of resources dedicated to the Art Programs
### ALIGNMENT DIMENSION #3: INNOVATION/RESEARCH MISSION INTENSITY

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**Systemwide Metrics**
- Total Annual Sponsored Grant and Contract Expenditures
- Graduate Degrees Awarded as percentage of Total Degrees

**EOU Institution-Specific Metrics**
- High Achieving High-School Graduates (GPA>3.75) as percentage of Total First-Year Class
- Acceptance Rate of Students to selected Professional/Medical/Graduate Programs
- Number of Graduating Baccalaureate students presenting Senior Research Symposia as a percentage of Overall Baccalaureate Graduates

**OIT Institution-Specific Metrics**
- High Achieving High-School Graduates (GPA>3.75) as percentage of Total First-Year Class
- Number of Patents, Licenses, and Start-ups per Faculty FTE
- Cumulative Economic Impact per State Appropriation Dollar

**OSU Institution-Specific Metrics**
- Annual Sponsored Grants and Contracts Expenditures per Faculty FTE
- Number of Patents, Invention Disclosures, and Start-ups, and Licensing Revenue
- High-Achieving High School Graduates (GPA>3.75) as percentage of Total Enrollment
• **PSU Institution-Specific Metrics**
  o Number of Patents/Licenses/Start-ups
  o Number of Partnerships, by agency or organization type
  o Number of state or federal agencies currently supporting Sponsored Research
  o Carnegie Research Classification

• **SOU Institution-Specific Metrics**
  o Number of Students/Clients Served in Community-based Learning and Research Partnerships
  o Number of Clients served through Educational Outreach Collaborations

• **UO Institution-Specific Metrics**
  o Faculty Salaries as percentage of AAU Peers Median
  o Major Faculty Awards (Fulbright, Guggenheim, National Academies...)
  o Average GRE for new graduate students
  o Graduate enrollment
  o Financial Support provided to graduate students
  o Research Expenditures
  o Dollar Return from Patents and Licensing

• **WOU Institution-Specific Metrics**
  o Annual Sponsored Grants and Contracts Expenditures per Faculty FTE
  o Regionally/Nationally Recognized Programs
Eastern Oregon University

EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.

As an educational, cultural, and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies, and communities add to the educational possibilities of our region and state.

EOU Institutional Core Themes & Associated Goals

Theme 1: EOU has high quality liberal arts and professional programs that prepare students for the world beyond college.
  Goal 1: Foster and assess student learning
  Goal 2: Ensure faculty and staff success

Theme 2: EOU is a regional University with a deep sense of commitment to students where they are.
  Goal 3: Serve students where they are
  Goal 4: Make excellence inclusive
  Goal 5: Adopt and enhance appropriate educational technologies

Theme 3: EOU is the educational, cultural and economic engine of eastern Oregon.
  Goal 6: Foster Partnerships
  Goal 7: Ensure a fiscally and environmentally sustainable university environment
  Goal 8: Provide programs and resources to respond to high demand regional needs

Theme 4: EOU provides personal, student-centered experience in both the curricular and co-curricular programs.
  Goal 9: Ensure access and success for all students
  Goal 10: Provide opportunities for students and faculty to engage with their community
Oregon Institute of Technology

Oregon Institute of Technology, a member of the Oregon University System, offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice. Oregon Tech offers statewide educational opportunities for the emerging needs of Oregon’s citizens and provides information and technical expertise to state, national, and international constituents.

Mission Core Themes
- Applied degree programs
- Student and graduate success
- Statewide educational opportunities
- Public service

Oregon State University

As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.

Portland State University

The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.
Southern Oregon University

Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship.

- A challenging and practical liberal arts education centered on student learning, accessibility, and civic engagement;
- Academic programs, partnerships, public service, outreach, sustainable practices, and economic development activities that address regional needs such as health and human services, business, and education; and
- Outstanding programs that draw on and enrich our unique arts community and bioregion.

University of Oregon

The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. It is the Association of American Universities flagship institution of the Oregon University System.

The University is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the University strives to enrich the public that sustains it through:

- a commitment to undergraduate education, with a goal of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically
- a commitment to graduate education to develop creators and innovators who will generate new knowledge and shape experience for the benefit of humanity
- a recognition that research, both basic and applied, is essential to the intellectual health of the University, as well as to the enrichment of the lives of Oregonians, by energizing the state’s economic, cultural, and political structure
- the establishment of a framework for lifelong learning that leads to productive careers and to the enduring joy of inquiry
• the integration of teaching, research, and service as mutually enriching enterprises that together accomplish the University’s mission and support its spirit of community
• the acceptance of the challenge of an evolving social, political, and technological environment by welcoming and guiding change rather than reacting to it
• a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the University community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community
• a commitment to international awareness and understanding, and to the development of a faculty and student body that are capable of participating effectively in a global society
• the conviction that freedom of thought and expression is the bedrock principle on which University activity is based
• the cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life
• a continuing commitment to affordable public higher education

Western Oregon University
Western Oregon University offers exemplary undergraduate and graduate programs in a supportive and rigorous learning environment. Oregon’s oldest public university, WOU works to ensure the success of students and the advancement of knowledge as a service to Oregon and the region. The University works in partnership with PK-12 schools, community colleges, higher education institutions, government, and local and global communities.

Western Oregon University is a comprehensive public university, operating for the public good, which:

• Provides effective learning opportunities that prepare students for a fulfilling life in a global society;
• Supports an accessible and diverse campus community; and,
• Improves continuously the educational, financial, and environmental sustainability.

Mission Core Themes
• Effective learning
• Supports diversity
• Sustainable institution
### OUS Action/Work Plan for Equity Initiatives

As of April 11, 2011, based on input from ASC

<table>
<thead>
<tr>
<th>Item/Activity</th>
<th>Responsible Person/Unit</th>
<th>Detail</th>
<th>Timeline</th>
<th>Status</th>
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</table>
| Measures of equity accountability | • OUS Academic Strategies Division  
• ASC | 1. Sona will collect campus diversity plans  
2. Sona will consult with ASC, provosts, and others to develop a set of proposed measureable outcomes of accountability  
3. Sona will look into various national diversity score cards  
4. Joe Holiday will work with registrars, enrollment managers, and other groups on the same | 1. Provosts will supply campus diversity plan by end of April  
Draft list of outcomes developed |  
| Summit                         | • OUS Academic Strategies Division               | Follow up to the summit held in 2009 with the purpose of exchanging best practice ideas/examples and to weigh in on proposed parameters of accountability to track progress for faculty, staff, and student diversity and inclusion | 1. Event to take place in Nov 2011  
2. Charles will send Sona list of those who volunteered to be involved from last summit |  

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<tr>
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<th>Detail</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Faculty diversity</td>
<td>• OUS Academic Strategies Division</td>
<td>Develop a set of best practices for the recruitment and retention of faculty of color. Possible ideas are to have a train the trainer session for OUS department chairs and/or faculty, provide some organized materials of best practices on this topic, work with existing campus personnel.</td>
<td>Spring 2011 or Fall 2011 (prior to the start of the faculty recruitment season)</td>
<td>Recruitment Resource list in progress</td>
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<tr>
<td>Engagement of staff, campuses, and Board with external groups</td>
<td>• OUS • Board • Campuses</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Add equity/diversity as an item that is visited with some frequency on the agendas of Presidents Council, Provosts’ Council, ICAR, Board, ASC, etc.</td>
<td>• Chancellor • OUS Academic Strategies Division • Jim Francesconi • Paul Kelly</td>
<td></td>
<td>Immediately</td>
<td>Provosts’ Council and ASC have added diversity as a regular item</td>
</tr>
<tr>
<td>Develop a resource list of individuals at our institutions that can serve as resources/speakers at other campuses</td>
<td>• OUS Academic Strategies Division</td>
<td></td>
<td>March 2011</td>
<td>Being finalized</td>
</tr>
<tr>
<td>Prioritize System-level initiatives</td>
<td>• OUS Academic Strategies Division</td>
<td>Select the two to three initiatives that we wish to make progress on and put a focus on those</td>
<td>April 2011</td>
<td></td>
</tr>
<tr>
<td>Item/Activity</td>
<td>Responsible Person/Unit</td>
<td>Detail</td>
<td>Timeline</td>
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| Continue with making progress on campus diversity initiatives                 | • Presidents  
• OUS Chancellor                        |                                                          | Ongoing           |                                                                         |
| Include equity/diversity as a criteria for presidential and Chancellor evaluations | • Governance committee                        |                                                          |                   |                                                                         |
| Inventory                                                                    | • OUS Academic Strategies Division               | Create an inventory of campus initiatives               | March-April 2011  | Campus diversity plans have been requested and will be analyzed at the end of April 2011 |
| Included equity/diversity with compact with campuses                        | • OUS  
• Board  
• Campuses                             |                                                          |                   |                                                                         |
| Review Board, System, campus-level practices related to equity/diversity (for example, capital projects) | • All Board Committees  
• OUS  
• Campuses  
• Finance Committee   |                                                          |                   |                                                                         |
| Improve the Board’s ethic on accountability and equity/diversity              | • Board                                         |                                                          |                   |                                                                         |
| Diversity of Board                                                           | • Board  
• Governor  
• Governance Committee               |                                                          |                   |                                                                         |
BACKGROUND
Western Oregon University examined its Preamble and Mission and created Core Themes as part of the review process necessitated by the new Northwest Commission on Colleges and Universities (NWCCU) accreditation standards. WOU’s leadership committed to holding a series of Campus Conversations open to the campus with two meetings on 3 and 4 June 2010. Following those initial discussions, a University Advisory Council (UAC) was created to vet suggestions that came forward from the Conversations. The UAC is a representative body of administrators, unclassified and classified staff, and faculty. The UAC collated and made comment on suggestions that came forward from the Campus Conversations and made action recommendations to the President’s Staff. The UAC worked cooperatively and collaboratively to lead additional Campus Conversations in September and December 2010, which lead to drafts of the Preamble, Mission, and Core Themes. Those were presented at another Conversation in January 2011 for final acceptance. A final Campus Conversation was held in February to share the draft NWCCU “Year One” report including these items.

WOU Preamble
Western Oregon University offers exemplary undergraduate and graduate programs in a supportive and rigorous learning environment. Oregon’s oldest public university, WOU works to ensure the success of students and the advancement of knowledge as a service to Oregon and the region. The University works in partnership with PK-12 schools, community colleges, higher education institutions, government, and local and global communities.

WOU Mission
Western Oregon University is a comprehensive public university, operating for the public good, which:
- Provides effective learning opportunities that prepare students for a fulfilling life in a global society;
- Supports an accessible and diverse campus community; and,
- Improves continuously our educational, financial, and environmental sustainability.

Three Core Themes
- Effective Learning
- Supports Diversity
- Sustainable Institution
STAFF RECOMMENDATION TO THE COMMITTEE
Staff recommends that the Committee approve Western Oregon University’s proposed preamble, mission statement, and core themes as presented and forward to the full Board for approval.

(Committee action required.)
Committee members present included: Jill Eiland (phone), Hannah Fisher, Jim Francesconi, and Rosemary Powers (phone).

Chancellor’s Office staff present included: Sona Andrews, Endi Hartigan, Joe Holliday, Di Saunders (phone), and Bob Turner.

Others present included: Steve Adkison (EOU), Brad Burda (OIT), Grant Kirby (OIT), James Klein (SOU), Roy Koch (PSU), Dave McDonald (WOU), Sabah Randhawa (OSU), and Robert Vieira (OHSU).

1. **Call to meeting**

   Chair Francesconi called the meeting to order at 1:40 p.m.

**DISCUSSION ITEMS**

2. **Mission Alignment/Metrics**

   Chair Francesconi asked Vice Chancellor Andrews to begin the discussion on the Provosts’ document on Mission Alignment. Both in response to Senate Bill 442 and the goals of the Board, the System institutions have defined their missions, student access, academic program array, and research. These efforts are conveyed in the matrices in the docket with accompanying metrics. The matrices and metrics are designed to be used as tools at the campus-level for decision-making related to program development and strategic planning.

   Vice Chancellor Andrews explained the purpose of this project was to be sure that the System is providing access, research, and innovation to meet the four primary goals of the Board. In the matrices, the numbers reflect the intensity with which each program is doing each item, not quality. These will help the Board to determine the universities are making progress in the primary goals. There are three tables and Systemwide metrics for each: Student Access Mission Intensity, Academic Program Mission Intensity, and Innovation/Research Mission Intensity. The document also lists institution-specific measures below the tables, and the mission statements for each university. The document represents a snapshot in time and will evolve with annual updates provided to the Board. It can be used as a planning tool, not an assessment tool, since these are not measures of quality. It will help planning new programs and determine mission

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2 Meeting materials may be obtained at: [http://www.ous.edu/sites/default/files/state_board/meeting/dockets/ddoc110331-ASC_0.pdf](http://www.ous.edu/sites/default/files/state_board/meeting/dockets/ddoc110331-ASC_0.pdf)
alignment and core themes for regional accreditation and the Provosts’ Council can use it in the program approval process.

Provost Koch, who currently chairs the Provosts’ Council, said this is a consensus document and determining the intensity numbers proved to be a useful analysis and promote helpful discussions at the campus level. Provost Burda added that the process was also integral to facilitating planning discussions that will help with accreditation. Provost Randhawa noted that this document, the mission statement, and the aspirational goals define an institution and will be useful to gauge; however, he cautioned that, with regard to duplication, it’s important to note that there are some areas of study that all universities need to cover in order to be 4-year universities and some reflect specific local needs around institutions. Several provosts commented the importance to understanding document as descriptive not evaluative.

Chair Francesconi noted that he would like this to go to the full Board for discussion. He said this document will be important in the development of the OUS compact with the state that would stem from Senate Bill 242 and with the OUS compact with the campuses. Vice Chancellor Andrews added that this document can be part of the OUS compact with the campuses.

Director Powers asked what qualitative measures will be put in or considered. Provost Randhawa said that what was agreed upon was a broad set of metrics; each institution has the freedom to select a subset of campus measures. Although this document is completed, it will evolve and institutional metrics will change over time. Since this is a mission-based document, there will be some consistency in it over time while performance measures may vary more.

Chair Francesconi asked how programmatic areas or geographic gaps that appear in this document would be addressed, noting for example that general education is a ‘1’ for every institution but math is not, and that the coastal region does not have a high intensity focus for any OUS institution. It was noted that this is a bridge document between the Board and the campuses and should facilitate planning discussion of this kind. Provosts clarified that the numbers don’t necessarily mean that the coast isn’t adequately served, but that it may be necessary to look at the demographics closer to see if this requires focus, such as more distance education or community college partnerships. It was also clarified that math is generally a subset of general education.

Director Francesconi asked the provosts to consider what happens next with this document to facilitate its usefulness, and that they prepare an approach to the discussion with the Board as a whole. The Committee members present supported the document and commended the provosts and Vice Chancellor Andrews for their work. Director Fisher and Director Eiland had to leave the meeting early due to other commitments so in the absence of a quorum, no formal action was taken on the report.

3. **Work Plan for Equity-Diversity Initiatives**

Director Francesconi asked Vice Chancellor Andrews to report on the OUS plan for Equity/Diversity Initiatives. Andrews said that the diversity plan has been discussed in detail by the provosts and that each campus has or is in the process of developing a diversity plan, which she will analyze once complete. She reviewed each item/activity in the docket item, noting that it is a list of actions for current initiatives but is not a comprehensive plan for the System.
The document details plans for the development of measures of equity/accountability; the organization of a diversity summit for leadership; the development of best practices related to faculty diversity; the engagement of staff, campuses, and the Board with external groups; and the addition of equity/diversity as a frequent item on the agendas of the Board and leadership councils. It also includes the development of a resources list of key individuals and an inventory of campus initiatives at each institution, review of practices related to equity and diversity in business areas such as capital projects, continued prioritization of System-level initiatives, inclusion of equity/diversity as a criteria for presidential and Chancellor evaluations, and improvement of the Board’s diversity and ethic on equity and diversity. Dr. Andrews reported that the AACU has a *Diversity Scorecard* tool that may be useful in the development of measures. She also added the Assistant Vice Chancellor for Student Success Initiatives Joe Holliday is working with enrollment managers across OUS and community colleges on a middle school outreach consortium to bring college outreach to underserved middle school students in the state. Dr. Holliday reported that four pilot project events are planned for this spring and will be delivered in both Spanish and English.

Vice Chancellor Andrews further explained several of the action items in the plan. To improve faculty diversity, she explained that the System would develop resources on best practices for campuses, such as workshops on recruiting and retaining diverse faculty. On engagement with external groups, Andrews reported that on June 3, 2011, the Coalition of Color will speak to the OSBHE regarding a study they performed that showed major disparities in higher education. Director Powers commented that it will be important to engage Native American communities as well. Equity and diversity are now frequently on leadership agendas such as the Provosts’ Council and ASC. To ensure Board diversity, Director Powers also commented that the ASC should look at ways to encourage diverse membership, although membership is not the Board’s decision. Chair Francesconi suggested that diversity be added to the Governance Committee in regard to recommendations to the Governor. It was further suggested that the Finance and Administration Committee review diversity in capital projects and contracting.

Provost Steven Adkison noted that, from a campus perspective, the plan is important for EOU because the campus is small and needs to serve broad rural communities. They look forward to having more expertise and resources from which to draw.

Director Francesconi and Director Powers were supportive of the document and Francesconi noted that it would be good to prioritize a few of the items on this list as a committee. Director Powers added that most of the campus diversity plans will have issues on courses and curriculum on diverse issues and those issues could be more explicit here. She also added that in program approval she always asks the campus representatives what is being done to recruit or serve underserved communities in each program area to encourage sensitivity about diversity and access. Director Powers said she doesn’t want the Board to take an over-controlling stance but she would like to look into how tenure promotion and other rewards to faculty can reward faculty commitment to diversity. She also suggested follow-up with the Oregon College Access Network, review of the past work and priorities set by the Participation and Completion Committee, and engagement with the Oregon tribes.
Director Francesconi and Director Powers thanked Vice Chancellor Andrews and commended her for developing a promising action plan in this area. In response to Director Francesconi’s question on what priorities should be from the document, Director Powers said there should be review of the past work and priorities set by the Participation and Completion Committee, a consideration of the Diversity Scorecard, progress on faculty diversity, and prioritization of bridge-building with the Native American community. Vice Chancellor Andrews said she would come back with a revised plan based on the discussion and with a progress column added. Director Francesconi asked that the ASC have a deeper discussion on the item in April, followed by a discussion with the full Board.

4. Teacher Education Update

Chair Francesconi called upon Dr. Andrews to present the item noting that this is not a report requiring approval but a brief update on developments related to teacher education so that a larger discussion can occur later. Vice Chancellor Andrews asked Assistant Vice Chancellor Bob Turner to present status of current initiatives and developments.

Dr. Turner explained contextual issues regarding the complexity of policy discussions with regard to teacher preparation. He noted that the private programs in the state tend to follow the strategic direction of the OUS teacher education programs so setting initiatives at the OUS level can have a state impact. OUS is working with the Oregon Coalition for Quality Teaching and Learning, which launched in 2009 and have worked on several initiatives that are outlined in the House Bill 3619 report. Two of these have gone forward into bills on adoption of statewide standards for teacher preparation programs based on InTASC standards, an a second on an “ETIC-like” fund for teacher prep partnerships with school districts that would require new funding. They have also discussed how to incorporate student learning assessments into the teacher evaluations.

The coalition very much wants OUS’ involvement and wants someone from OUS to be on their executive committee, and Turner said that it is in our universities’ interest to be kept abreast on teacher education developments. The next initiative for the coalition is the new NCATE Alliance for Clinical Teacher Preparation. Vice Chancellor Andrews added that OUS was the lead in signing up for this initiative and should be a strong presence if not on the main group that moves this forward. The document submitted by OUS, Teacher Standards and Practices Commission, and Oregon Department of Education is included in the docket materials.

Through the NCATE Alliance, participating states higher education officials and K-12 leaders will work to create local partnerships that provide clinically based training to develop teachers. They will start pilot programs which may demonstrate how the state could scale up the work of teacher prep providers and classroom practitioner partnerships more broadly. Alliance participants will be influence state and local policies, funding incentives, and new approaches to teacher preparation programs.

Turner suggested potential roles the Committee to consider, to propose and define goals for OUS teacher preparation programs, or to request that programs develop outcomes and timelines for these goals. Teacher prep programs could report their progress regularly to the Provosts’ Council to hear recommendations. Director Powers committed that the clinical
practice sounds like a good idea but, in a rural area, sometimes the capacity of school districts to mentor teachers may become overwhelmed since there are not many schools. Vice Chancellor Andrews responded that this initiative has discussed this caution and they want to ensure that the burden of clinical practice doesn’t fall on teachers but is a shared responsibility. Powers also suggested the System can also review to see that university programs are preparing future teachers to teach for diversity.

Chair Francesconi and Board members discussed with Vice Chancellor Andrews and Bob Turner what the best role would be for the Committee going forward since the work plan is not yet clear. Dr. Andrews responded that the Committee has established teacher education as an important priority, so staff will continue reporting back and will request endorsement for initiatives as they develop further.

**OTHER ITEMS**

5. **Adjournment**

With no further business proposed, Chair Francesconi adjourned the meeting at 3:15 p.m.